



RTI/MTSS Levels of Implementation

EXPLORING – Awareness and First Steps

Level A

- School is committed with funding and time
- Leadership is committed and participating

Level B (all of the above and)

- RTI/MTSS Team is in place and scheduled to hold regular meetings
- Curriculum inventory of programs and materials is currently available in building and has been analyzed and vertically aligned
- Research-based core and evidence-based interventions available and some used
- School may or may not have received basic RTI/MTSS training
- Students have been identified as benchmark, strategic, or intensive through a universal screener administered three times annually (elementary)

Trainings

Motivational Speaker, Introductory Workshop, Delivery of Essential Components

IMPLEMENTING - Deeper Understanding

Level A Initial Implementation

- Benchmark data collection system in place
- RTI/MTSS team and grade levels analyze school data regularly
- Diagnostic testing is occurring at every grade level
- Parents, community, and school board members have been given information about the RTI/MTSS process
- School has decided on instructional expectations (fidelity to the core and supplemental intervention programs)
- A continuum of interventions or school-wide intervention plan has been created
- School-wide consensus building activities are ongoing

Level B Systematic Targeted Implementation (all of the above and...)

- Progress monitoring is driving instructional practices
- Problem-solving team meetings (for student and system) are established and scheduled meetings occur regularly throughout the school year
- School developing procedures for data distribution, system assessment, and fidelity support
- Grade-level teams are regularly scheduled and work with data and leadership teams
- An action plan (next steps) is created and being addressed

- Staff consensus and support for RTI/MTSS Implementation is 75 percent or more
- Instructional walk-throughs are being utilized

Trainings

Practice, Institutes, Professional-learning groups, trainings, Webinars, On-line threaded discussions, consulting, instructional coaching, personnel, team planning and problem solving

SUSTAINING - Fidelity of Implementation and a Culture of Commitment to ongoing School Improvement

- Action plans are created and monitored
- Consensus and support for RTI/MTSS School Improvement 80 percent or more
- A system is in place to support new staff members
- Evaluation procedures assess systemic RTI/MTSS
- All eight components are fully implemented, documentation and evidence clear
- Refining existing programs through a program review process
- RTI/MTSS process is written into the School Handbook, SPED program narratives, Five-Year Plan, School Policies and Procedures
- Protocols/Pathways are fully developed (periodically revised) and clearly communicated for teams and grade-level meetings and full staff, data collection and analysis, instructional delivery, fidelity checks, problem-solving procedures, walk-throughs, etc.
- On-site evidence exists supporting all of these practices

Trainings that target capacity building: consultation, direct observations, self-reflection and self-assessment, teacher interviews, training the trainer/coaching.